

The Language of Poetry

Lesson Organizer

Lesson Synopsis	Students analyze the language of poetry and examine how meaning is created through the use of poetic techniques. They analyze a self-selected poem, present their findings in a visual format, and write an original poem. Development of word study and speaking and listening skills continue.	
Performance Indicators	<ul style="list-style-type: none"> Select a poem and analyze the effects of the poet's use of diction and imagery. Present findings in a visual format (e.g., collage, scrapbook page, original drawings) and provide text evidence to support your analysis. (E1.Fig19B; E1.3A) ELPS 1H, 2C, 2D, 2G, 2H; 3C, 3D, 3F, 3H, 3I; 4J, 4K Use the writing process to compose an original poem using a variety of poetic techniques. Use effective speaking skills to present your poem to the class or a small group. (E1.13A, E1.13B, E1.13C, E1.13D; E1.14B; E1.25A) ELPS 1C, 1E, 1H; 4D, 4F, 4G; 5B, 5C, 5E, 5F, 5G Write multiple reflections that include personal and world connections, thoughts, and responses to poetry. (E1.Fig19A, E1.Fig19B; E1.15Ci, E1.15Cii, E1.15Ciii) ELPS 1E; 4D, 4F, 4G, 4I, 4J, 4K; 5F, 5G Write multiple notebook entries that demonstrate knowledge of new words, their meanings, and origins. (E1.1A, E1.1B, E1.1D) ELPS 1A, 1C, 1E, 1F, 1H; 5B, 5F, 5G 	
Key Understandings	<ul style="list-style-type: none"> Literary techniques are used to heighten interest, appeal to an audience, and effectively communicate a message. Speaking and listening are a fundamental process used to express, explore, and learn about ideas. Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres. Understanding new words, concepts, and relationships enhances comprehension and oral and written communication. 	
TEKS	E1.1	Students understand new vocabulary and use it when reading and writing. Students are expected to:
	E1.1A	Determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes. Supporting Standard
	E1.1B	Analyze textual context (within a sentence and in larger sections of text) to distinguish between denotative and connotative meanings of words. Readiness Standard
	E1.1D	Describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., <i>caveat emptor</i> , <i>carte blanche</i> , <i>tete a tete</i> , <i>pas de deux</i> , <i>bon appetit</i> , <i>quid pro quo</i>). Supporting Standard
	E1.Fig 19	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth and increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
	E1.Fig19A	Reflect on understanding to monitor comprehension (e.g., asking questions, summarizing, and synthesizing, making connections, creating sensory images).
	E1.Fig19B	Make complex inferences about text and use textual evidence to support understanding. Readiness Standard (Fiction, Expository) Supporting Standard (Literary Nonfiction, Poetry, Drama, Persuasive)
	E1.2	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
	E1.2A	Analyze how the genre of texts with similar themes shapes meaning. Supporting Standard
	E1.2B	Analyze the influence of mythic, classical, and traditional literature on 20th and 21st century literature. Supporting Standard
	E1.2C	Relate the figurative language of a literary work to its historical and cultural setting. Supporting Standard
	E1.3	Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to:
	E1.3A	Analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry. Supporting Standard
	E1.7	Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to:
	E1.7A	Explain the role of irony, sarcasm, and paradox in literary works. Supporting Standard
	E1.13	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

	E1.13A	Plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.
	E1.13B	Structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning. Readiness Standard
	E1.13C	Revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed. Readiness Standard
	E1.13D	Edit drafts for grammar, mechanics, and spelling. Readiness Standard
	E1.14	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:
	E1.14B	Write a poem using a variety of poetic techniques (structural elements, figurative language) and variety of poetic forms (e.g., sonnets, ballads).
	E1.15	Writing/Expository and Procedural Texts. Students write expository and procedural or work related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:
	E1.15C	Write an interpretative response to an expository or a literary text (e.g., essay or review) that:
	E1.15Ci	extends beyond a summary and literal analysis
	E1.15Cii	addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations
	E1.15Ciii	analyzes the aesthetic effects of an author's use of stylistic and rhetorical devices
	E1.25	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to:
	E1.25A	Give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.
	E1.26	Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standard with greater complexity. Students are expected to:
	E1.26A	Participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.
Ongoing TEKS	E1.1	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:
	E1.1E	Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotation and denotation, and their etymology. Readiness Standard
	E1.12	Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:
	E1.12A	Compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts. Supporting Standard
	E1.13	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:
	1.13E	Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.
	E1.18	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:
	E1.18A	Use conventions of capitalization. Readiness Standard
	E1.18B	Use correct punctuation marks including: Readiness Standard
	E1.18Bi	quotation marks to indicate sarcasm or irony Supporting Standard
	E1.18Bii	restrictive and nonrestrictive relative clauses Supporting Standard
	E1.19	Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
	E1.19A	Spell correctly, including using various resources to determine and check correct spellings. Readiness Standard
Materials	<ul style="list-style-type: none"> • Reader's Notebook (1 per student) • Teacher Reader's Notebook (1) • Teacher Writer's Notebook (1) • Vocabulary Notebook (1 per student) • Writer's Notebook (1 per student) • Envelope (1 per 3 students) • Cardstock (1 per 3 students) • White paper (1 per student) • Set of colored pencils (1 set per 4 students) 	

	<ul style="list-style-type: none"> • Poems, 3-5 (class set of each) • Poems, variety for student selection (2 per student) • Poems, collection reflecting topic/theme from Unit 01 (1-5 poems per student) • Poetry anthology (optional) • Packet with a short fictional story and poem on a similar theme (1 per student) • Chart paper • Dictionary (class set) • Internet access (1 per 2 students) (optional) • Library/media center access (optional) • Foreign words and phrases, list (1) • Note card (50) • Thesaurus (class set) • Supplies such as markers, colored pencils, old magazines, scissors, glue • Card stock or poster board
Attachments	<ul style="list-style-type: none"> • Teacher Resource: English I Unit 02A Writing Appetizer • Teacher Resource: English I Unit 02A Reading Appetizer
Resources and References	None identified.
Possible/Optional Literature Selections	District-adopted resources.